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SOCIAL STUDIES 20

LEARNING FACILITATOR'S MANUAL

MODULE 8 MODULE 8 MODULE 8 MODULE 8



Note

This Social Studies Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final tests until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

Social Studies 20
Learning Facilitator's Manual
Module 8
Alternative Futures: Possibilities For Change
Alberta Correspondence School
ISBN No. 0-7741-0075-3

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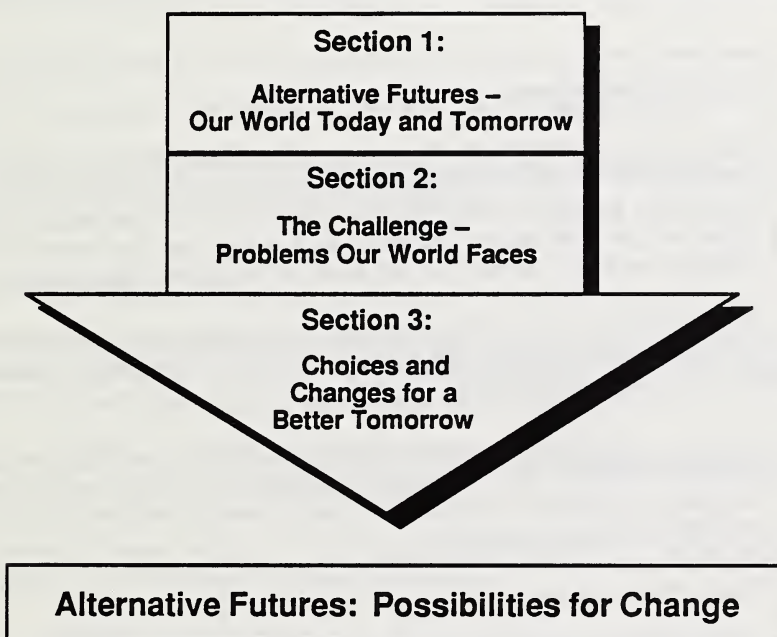
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Module 8 - Alternative Futures: Possibilities for Change: Overview

The purpose of this module is to communicate three major concepts to the student:

- There are issues of common global concern.
- Solutions to global concerns often require international dialogue.
- There are potential solutions to global concerns.

The module concludes with an assignment allowing the student to envision two futures – one a negative view, one a positive view – to illustrate the concept of “alternative futures.”



Evaluation

The evaluation of this module will be based on four assignments.

Section 1 Assignment	5%
Section 2 Assignment	25%
Section 3 Assignment	20%
Final Module Assignment	50%
TOTAL	100%

Section 1: Alternative Futures – Our World Today and Tomorrow

Key Concepts:

- common global future
- common global environment
- alternative futures

This section communicates the ideas that the earth is one environment and that its future is everyone's future. Further, it begins to establish the idea that there are common global concerns.

Teaching Suggestions:

This section lends itself to thinking about, and discussing the future. Relating it to the students at a personal level will help students understand the key concepts. It would be worthwhile, if time permits, for students to explore the idea of how the actions and decisions they take today can shape their personal futures. Further, a discussion of how their futures will be affected by decisions made on a global scale will make the remainder of this module more relevant.

An effective way to begin this module could be for students to write down what goals they have for the future and what they will have to do to achieve them. This could lead to a discussion of the alternatives in their futures.

*A video resource that is very appropriate to this section is the 1970s film *Future Shock*. Since the film has become dated its best use would be in observing how well it interpreted the future. The film could initiate an activity where students make predictions on the future, supporting their predictions with current evidence.*

Please note the following:

- *Students should understand that even though individuals face different personal futures, there is one future for the world as a whole because, in its simplest form, the world is one environment.*
- *Students should understand that there are alternative futures for the world. Predictions for the future are based on current patterns, but changes can be made to alter the future.*

Section 1: Activity 1

1. Look at the puzzle pieces. Which ones would you select to build a “picture” of the world in which you would like to live and the life-style you would like to lead in the future? In the space provided, list all of your selections. You may wish to add other ideas to your list if there are some missing pieces in the puzzle.

Choices will vary, but are likely to contain selections suggesting “positive” aspects of life, such as health, prosperity, and companionship.

2. Now cover up your answers and ask someone to follow the same instructions and place that person’s responses in the space that follows.

Same answer as 1.

3. Compare your responses. Write down any that were listed by both of you.

There should be many selections in common, but some different choices as well. A discussion of why there were differences will likely reveal differing values.

Section 1: Activity 2

Each of the lines of the puzzle that follows contains blanks that you must fill in with letters to complete a word. Use the clue sentences to help you select the correct word. All words refer to issues faced by our world that will affect our common future on the planet.

1. The competition between nations for such things as resources or political power has the potential to lead to war as a method to settle.
2. The expansion of human activity into wilderness regions of the world continues to lead to the extinction of many species of plants and animals.
3. Rapid population growth of humans will lead to greater demands on the earth to provide the resources needed to maintain human life.
4. The process of industrialization which is seen by many as a necessary step in economic development, may be difficult for some areas of the world to achieve, and may cause related problems in areas that do achieve it.
5. There is often a lack of international cooperation in the world because nations unite into political or economic alignments that may pursue their own interests ahead of international concerns.
6. People around the world are becoming more concerned over the many threats to the environment due to human activity.

7. Production of CO₂ (carbon dioxide) from the burning of the rain forests and the use of fossil fuels is commonly seen as the cause of the Greenhouse Effect, which may already be altering climates around the world.
8. People in all nations have to be concerned with the growing numbers of refugees – people who leave their lands in desperate search for better life.
9. Improving the quality of life for people all over the world is a major task that will require international effort.
10. Often, progress in solving global issues is not made (or is made very slowly) because political leaders place rational interests above those of the whole world.
11. As humans continue to produce the goods used to maintain our life-styles, many natural resources will be consumed.
12. The great disparity in wealth and its related benefits between the developed, developing, and less developed worlds has led to demands by some for a more equitable world economic order.
13. As current energy sources are used up, the world must find alternative fuels.

1. W A R
2. E X T I N C T I O N
3. P O P U L A T I O N
4. D E V E L O P M E N T
5. A L I G N M E N T S
6. E N V I R O N M E N T
7. G R E E N H O U S E
8. R E F U G E E S
9. Q U A L I T Y
10. N A T I O N A L
11. R E S O U R C E S
12. D I S P A R I T Y
13. E N E R G Y

Section 1: Activity 3

1. Note down a number of the problems that you will have with your second aquarium that you would not face with the first one you received.

In the second aquarium the problem will be in creating a balanced system. There must be enough plants for food, oxygen, and the absorption of wastes. The number of fish will have to remain at a safe level, which will probably mean that there must be some predator fish included, as well as fish that consume waste. In general, the system has to be planned extremely well if it is to work.

2. Fill in the comparison table below. Draw several parallels between the problems that would exist in the self-maintaining aquarium and on earth. One example has been done for you as an illustration.

Other answers may be provided which relate to the idea of keeping the system alive and functioning safely.

Self-Maintaining Aquarium	The Earth
<ul style="list-style-type: none"> • keeping the population of species in the aquarium in a proper balance and avoiding overpopulating the tank 	<ul style="list-style-type: none"> • controlling human populations and ensuring the survival of other species
<ul style="list-style-type: none"> • <i>keeping the water oxygenated and clean</i> 	<ul style="list-style-type: none"> • <i>keeping the environment clean and livable</i>
<ul style="list-style-type: none"> • <i>ensuring that the food supply will be adequate for both the plant and animal species</i> 	<ul style="list-style-type: none"> • <i>maintaining food for all species on earth</i>
<ul style="list-style-type: none"> • <i>watching that fish don't become aggressive and territorial if crowding occurs</i> 	<ul style="list-style-type: none"> • <i>watching that some nations don't become aggressive if they suffer from population pressures</i>

Section 1: Activity 4

1. In the space provided, list some reasons why people would like to be able to foresee the future. Thinking of this in reference to your own life may help.

Answers will vary, but some common responses will include such ideas as natural curiosity, ability to control one's destiny, possibility of profit to be made from the knowledge, desire to be prepared for what will occur, and the hope of altering the future.

2. In the space provided, write down your predictions of the most probable outcome for Roy in this instance.

The most likely response is that Roy is headed for an accident. This response would result from a judgement that can be made based on experience. Most people have seen examples of people attempting something for which they are not prepared.

3. In the space provided, write down your predictions of the most probable outcome for Carole.

The most likely response is that Carole will be successful. As with question 2 above, this judgement can be made because of past experience.

4. To conclude this activity, take a few moments to think about some of the problems the world faces today and/or may face in the future. Complete this exercise by writing in on the diagram the seven problems that you see as **most important** and in need of action to correct.

a. to g. Answers will vary, but the following should occur commonly among the responses: pollution, extinction, threat of war, resource depletion, overpopulation, famine, rich/poor gap, Third World debt, human rights violations, refugee crisis, disappearance of energy sources, spread of diseases, loss of the ozone layer, the Greenhouse Effect, increased reliance on technology, divorce, crime, family violence, drug and/or alcohol addiction.

Section 1: Follow-up Activities

Extra Help

- CE 1. Pollutants from areas in the south have been discovered in Arctic Ocean waters.
- PP (CF) 2. Based on current population growth rates, the world population is expected to be over six billion by the year 2000.
- AF (PP) 3. If consumption can be reduced, the human population will not use up certain resources as fast as has often been forecasted.
- CE (CF, PP) 4. All people in the world would be affected if there were a major nuclear war.

- PP (AF) 5. If Canadians begin to recycle more and more of the products they consume, estimates of how much garbage will be accumulated can be reduced.
- PP (CE, AF) 6. At present rate of destruction, the world's rain forest will have disappeared by the year 2050.
- CE 7. In 1986, a nuclear reactor in the USSR leaked large amounts of radiation. This radiation was carried in the atmosphere to a number of other nations.
- AF (PP) 8. If the right steps are taken, predictions of massive famines in the future can be proven wrong.
- PP (CE, AF) 9. Everyone living twenty years from now may have to wear protective clothing to guard them from harmful solar radiation.
- CE (AF, PP) 10. If environments are destroyed in southern regions of the globe, this could drastically reduce populations of migratory birds that come to Canada during the warm months.

In the answer key, secondary responses that are likely are given in parentheses.

Enrichment

Now that you have seen how all people of the world are tied together in a global environment, imagine that you are a cartoonist who has to make this point in a six panel cartoon. The person in the first panel does not understand that our world is one environment. You must use the character on the right-hand side of the panels to convince him how wrong he is! Within the cartoon, try to include the ideas of our common global future and common global environment. Good luck!

The conversations written into the cartoon will vary, but they should communicate the idea that rain forest destruction affects the world's climate and can have long-term effects on all people. The idea that it is everyone's future may also be suggested.

Section 1 Assignment

In this section, you have seen how the future is determined by actions taken today. Read the quotation that follows and list

1. two ways in which it applies to your life
2. three ways in which it applies to the entire world

Quotation: The course of the future is shaped by today's decisions.

1. Your Life

a. and b. Look for responses that suggest how a decision will lead to results such as an education leading to a career, choice of spouse, home, life-style, and war.

2. The Entire World

a., b., and c. Look for responses that again suggest how a decision will lead to a result as in the case of pollution, resource use, population control, and war.

Both 1. and 2. should show a logical application of the quotation.

Section 2: The Challenge – Problems Our World Faces

Key Concepts:

- common global concerns
- distribution of wealth
- armed conflict
- refugee crises
- resource consumption
- environmental destruction
- rapid population growth

Section 2 examines five specific problems the world is facing now and will face in the future. Short studies are completed on four problems: the rich/poor gap, armed conflict, the refugee crisis, and resource consumption and environmental destruction. A more detailed examination is made of the fifth problem: rapid population growth

Teaching Suggestions:

A good opener for this section would be a collage that allows students to collect images of global problems. This collage could use the five problems focused on in this section as a base or explore other problems.

Please note the following:

Students should understand that there are serious problems facing the world and that these problems are interconnected. As well, students should realize that their lives can be, and often are, affected by events in other parts of the world.

Though this section focuses on five major problem areas, students must realize that these are not the only problems the world faces. If time permits, it may be useful to discuss with the students what problems they are concerned with.

Section 2: Activity 1

1. a. Which of the scenes appear to have taken place in the developing or less developed areas of the world? Support your answer.

Stories A and D appear to be situations occurring in the developing or less developed world. The conditions of poverty and instability are more common to these nations.






- b. Which seem to have taken place in developed nations? Again, support your answer.

Stories B and C appear to be situations occurring in the developed world. The life-styles described are more typical of such nations.

2. Which scene or scenes do you doubt you will ever have to experience? Support your response.

Answers will vary, but stories A and D are more likely to be selected as they apply more to people living in developing and less developed nations.

3. Refer to the four situations described at the beginning of this activity. Match with the problems listed in the chart the letter identifying each situation. Remember, there are only four situations, so several will fit more than one category. As well, each problem may have more than one situation illustrating it.

Problems	Situations
 The Rich/Poor Gap	<i>D</i>
 Armed Conflict	<i>A</i>
 Refugee Crisis	<i>A (D)</i>
 Resource Consumption and Environmental Destruction	<i>A (B, C, D)</i>
 Rapid Population Growth	<i>D (A, B, C)</i>

4. See if you can create another situation that shows how these problems can become interconnected. Draw your sequence in the box provided.

Answers will vary, but sequences drawn should indicate a logical series of events.

Section 2: Activity 2

1. If you were the president of a large corporation hoping to expand your sales by offering your products to nations of the developing world, why would the trends in the graphs not be very good news?

Answers will vary, but should contain the idea that the trends will be bad news. With little economic growth in the developing world, its potential as a good market will not be reached.

2. If you were the chairperson of a foreign aid agency whose goal was to raise the quality of life and economic levels of the developing world, why might the chart be frustrating news to you?

Answers will vary, but the chart trends indicate little success in increasing the prosperity of the developing world. Efforts by aid agencies may appear to have done little.

3. If you were the leader of a developing nation, how do you think you would react to the trends shown in the graph?

Answers will vary, but in general a leader could be expected to be

- *disappointed that his/her nation is losing ground to the developed world*
- *angry that the rich/poor gap between nations has increased*

4. List some of the benefits for the whole world you can foresee if the gap between the rich and poor could be narrowed by raising the level of wealth among the world's poor?

Benefits would include: reduced poverty levels; increased health, education, and social service standards; creation of new markets and more consumers; reduced divisions in the world; a more equitable world.

5. In the chart that follows, list all the reasons you can think of that could cause these types of war. One example is given in each case to help you get started.

Regional Conflict	Civil Conflict
<ul style="list-style-type: none"> • Different countries claim the same territory as their own. 	<ul style="list-style-type: none"> • A group in the nation opposes the political beliefs of the government.
<ul style="list-style-type: none"> • <i>Countries have differing beliefs, cultures, and/or religions.</i> 	<ul style="list-style-type: none"> • <i>There is prejudice and discrimination against a group in the country.</i>
<ul style="list-style-type: none"> • <i>Countries compete for resources.</i> 	<ul style="list-style-type: none"> • <i>One group within a country wants political independence.</i>
<ul style="list-style-type: none"> • <i>Countries have competing political systems.</i> 	<ul style="list-style-type: none"> • <i>Outside nations stir up trouble in a country.</i>
<ul style="list-style-type: none"> • <i>There is traditional dislike between countries.</i> 	<ul style="list-style-type: none"> • <i>There is traditional dislike between groups within a nation.</i>

6. Imagine that an armed conflict has been fought in your nation. Make a list of at least four ways this conflict has affected the people involved (human losses), and four ways it has affected the nation materially. Try to think beyond the obvious effects. What might some of the unseen, or long-term effects be? If you have the opportunity to work with another person (or persons), you may wish to brainstorm your ideas to create the lists. One example has been completed on each list to get you started.

Human Losses	Material Losses
<ul style="list-style-type: none"> • Young people who may have been trained for the work force have been killed or wounded, creating a shortage of workers. 	<ul style="list-style-type: none"> • Millions of dollars that might have been spent on education and health care have been spent on weapons and other war costs.
<ul style="list-style-type: none"> • <i>There have been psychological effects on people – anger, mistrust, a desire for revenge</i> 	<ul style="list-style-type: none"> • <i>Factories and businesses have been destroyed.</i>
<ul style="list-style-type: none"> • <i>Children may have grown up in a threatening environment</i> 	<ul style="list-style-type: none"> • <i>Farm land has probably been damaged</i>
<ul style="list-style-type: none"> • <i>Friends and relatives of people have been killed.</i> 	<ul style="list-style-type: none"> • <i>Roads and other transportation facilities have been destroyed</i>
<ul style="list-style-type: none"> • <i>Refugees have probably been created.</i> 	<ul style="list-style-type: none"> • <i>Schools, hospitals, and so on may have been destroyed</i>

Other valid ideas are acceptable.

7. Why did William Ahmed become a refugee?

William Ahmed became a refugee to escape the torture to which he was subjected in Ethiopia after being arrested on suspicion of harbouring guerrillas.

8. a. When did Ahmed leave Ethiopia?

Ahmed left in October of 1988.

- b. When did he arrive in Britain?

He arrived in Britain in May of 1989.

- c. How long has he been travelling as a refugee?

He had been travelling for eight months as a refugee.

9. On the map that follows, trace Ahmed's journey.



Ahmed's journey should be traced from Ethiopia - Djibouti - Cyprus - Cairo - Switzerland - Cairo - Cyprus - Cairo - Cyprus - Britain.

10. To learn more about the world refugee situation, and why it is a problem, read each of the following statements and determine if it is a **fact** or **opinion**. Write the word **fact** or **opinion** in the blank beside each statement.

- fact a. In 1984, there were ten million refugees in the world; by 1987, the figure had climbed to over thirteen million.
- opinion b. Canada should open its door to more refugees to help ease the situation.
- opinion c. Refugees ought to be sent back to their home country.
- fact d. "In 1988 over 40 percent of the world's refugees came from Afghanistan, a nation torn by a civil war."
- fact e. Refugees are people who have fled their own country to escape an armed conflict. They may also be people who have been, or fear being, persecuted for political, racial, or religious reasons.
- fact f. Thousands of Vietnamese live in crowded refugee camps in Hong Kong while they wait for nations to accept them.
- opinion g. Refugees are simply lazy people looking for a free ride to a wealthy country.
- fact h. In Canada, people who arrive from another country wishing to stay here permanently must prove to the federal government that they are true refugees.
- opinion i. Foreign aid agencies should stop setting up refugee camps since these encourage people to cross borders to the safety of these camps.
- fact j. In the late 1980s young children living in the Sudan walked hundreds of miles without their families to become refugees in Ethiopia.
- opinion k. The nations of the world ought to do more to help refugees.
- fact l. Some teenagers in the world have spent their entire lives living in makeshift refugee camps.

11. What fact supplied in the preceding grouping best indicates that the refugee situation in the world is getting worse instead of better?

The best evidence is statement a. which indicates an increase in the total number of refugees worldwide.

12. Using the items in the preceding picture as a reference, list on the left side of the table that follows the resources that would be used to produce each item and/or is needed to operate it. For example, resources are needed to make the car, and also to allow it to operate.

On the right side, list the damaging effects to the environment that such items could have. Remember that an item may have more than one effect. For example, newspapers will need paper resulting in a loss of woodlands. If they are thrown out, they take up space in a garbage dump or pollute the atmosphere when they are burned.

Resources Consumed	Environmental Damage Done
<i>Petroleum</i>	<i>Air Pollution</i>
<i>Wood</i>	<i>Noise Pollution</i>
<i>Land</i>	<i>Waste Disposal</i>
<i>Water</i>	<i>Loss of Wilderness</i>
<i>Rubber</i>	<i>Toxic Waste</i>
<i>Metals</i>	<i>Soil Destruction</i>
<i>Plastics</i>	<i>Threat to Wildlife Habitat</i>
<i>Electricity</i>	<i>Water Pollution</i>
<i>Cotton</i>	
<i>Ink</i>	
<i>Grain</i>	
<i>Sugar</i>	
<i>Animal Protein</i>	
<i>Glass (sand)</i>	
<i>Clay (brick)</i>	

You may have included other ideas.

Section 2: Activity 3

1. Fill in the following chart with your predictions for the four areas of concern listed; then, in space e., list any other problems you can foresee.



a. The Environment:

Loss of wilderness will occur. More air, water, and land pollution will result. There will possibly be a threat to plant and animal species.

b. The Cities:

Rapid growth will cause problems of providing services. Crowding will lead to a strain on existing services. More pollution will occur. Possibly more social problems, such as crime and slum areas, are likely to emerge.

c. Public Services:

Schools and medical facilities will become overcrowded and/or more will need to be built, creating large expenses.

e. Other Problems:

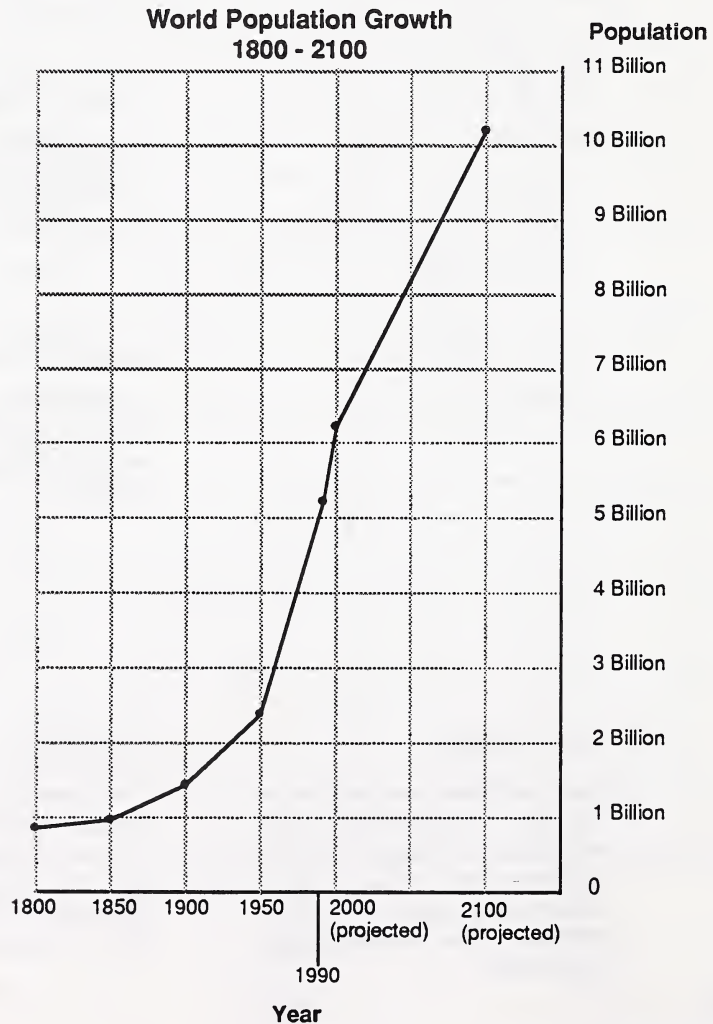
Quality of life may not improve, or may drop. Traditional ways of life and values may disappear. Life may become more stressful. The stability of the nation could be threatened. Other valid ideas may be provided.

d. The Economy:

Food production may not keep up with population growth. Food imports may increase. Unemployment rates may rise. With an increased population, the amount of material left to export may drop. Economic hardship may occur.

2. Using a **line graph**, trace world population growth from 1800 to 1990 and the projected population growth to the year 2100. On the graph, place a dot above each year at the appropriate spot to indicate the population of the world at that time. Then connect the dots. Use the following figures.

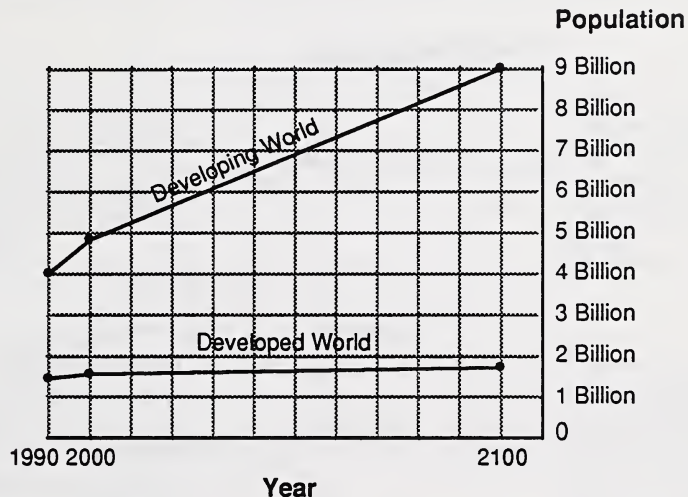
World Populations	
1800	900 million
1850	1 billion
1900	1.5 billion
1950	2.5 billion
1990	5.2 billion
2000	6.2 billion
2100	10.4 billion



- What information would be needed to be able to make the population projections for the years 2000 and 2100?

The projections will be based on current trends and probably expert opinion on what trends are likely for the future.

- To see this, fill in the following line graph comparing growth rates in the two regions. On the graph place a dot at the appropriate spot to indicate the populations of the developed and developing worlds for each year indicated. Then connect the dots for each “world” to show its expected growth trend.



- Now refer to the *Gross National Product Per Capita* chart in Activity 2 that compared the developed and developing worlds' per capita gross national product levels. If the trends in both charts are correct, what problems for the world do they point to?

The comparison between the charts reveals that population growth in the developing world is rapid while economic growth is slow. The rich/poor gap can be expected to become even wider as the developing world falls behind economically.

- If you had been a parent three hundred years ago, what potential threats would there have been to the survival of your children?

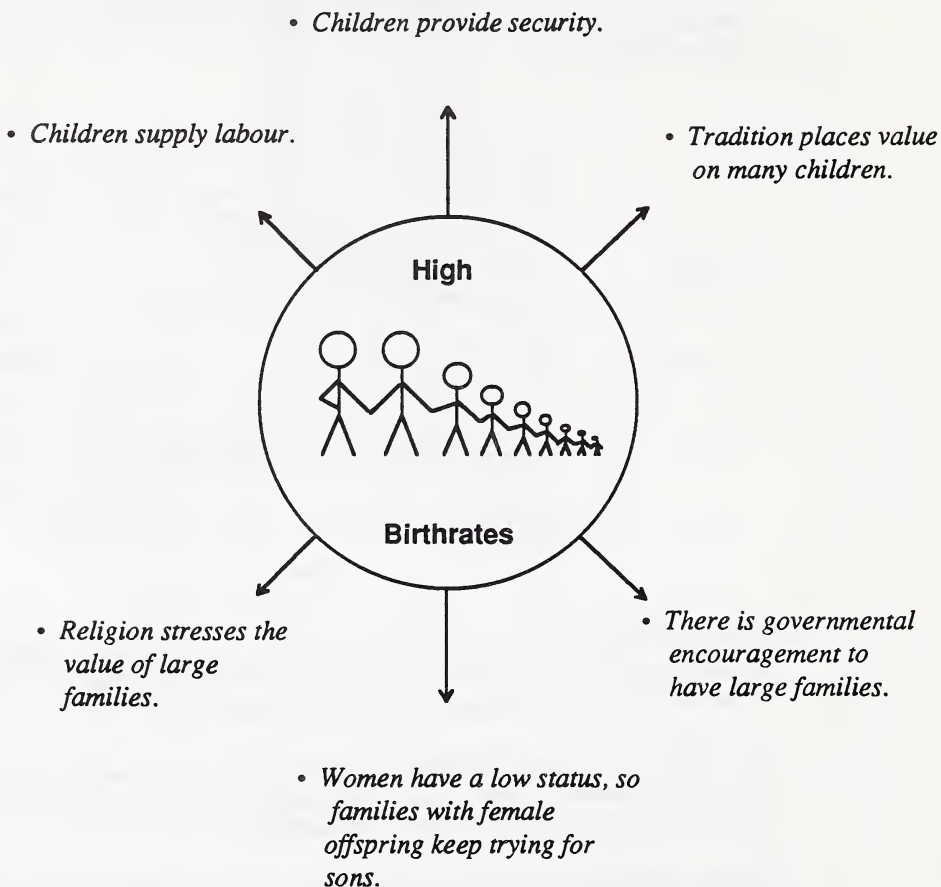
A chief threat would have been that a child could die from disease. As well, there was potential for famine to create a situation of starvation.

- If you were a parent today, what developments would help ensure the survival of your children?

The discovery of medicines, development of vaccines, improvements in health care, and creation of plentiful food supplies help ensure survival. As well, economic prosperity ensures access to such items.

8. To summarize what you have just read, fill in the following chart. Supply six basic reasons for a high birthrate in many areas of the world.

Six Reasons for High Birthrates



You may have thought of other reasons.

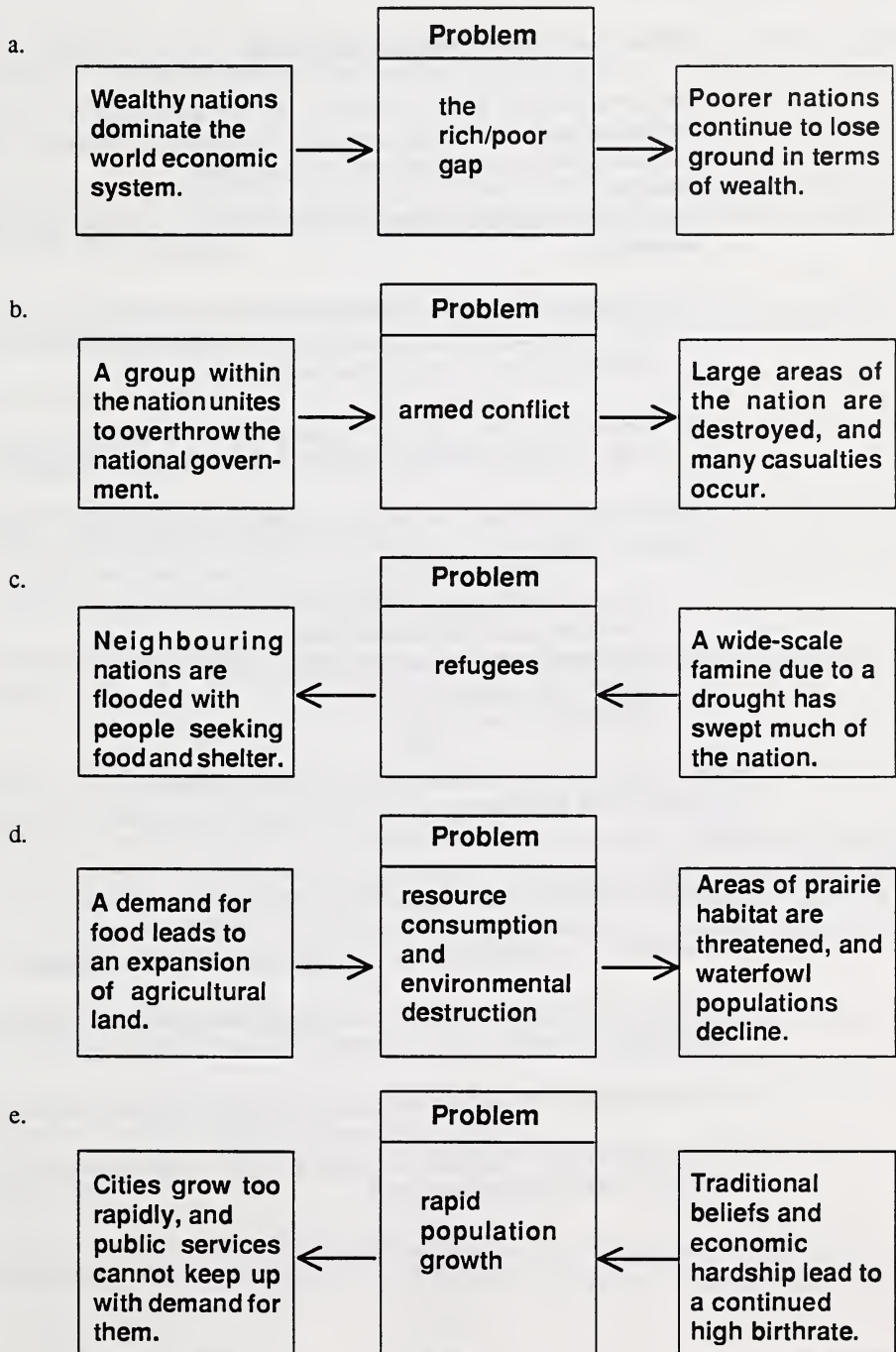
Section 2: Follow-up Activities

Extra Help

1. For each of the news stories that follows, identify what problem it best related to:

a. RC b. RE c. RP d. AC e. OP

2. Now try these ones for the problems you studied in Section 2. Draw an arrow pointing from the cause to the problem, and another arrow from the problem to the effect.



Enrichment

1. a. Why is there a civil war raging in the Sudan?

The war is based on ethnic, economic, and religious differences. The northern Muslim population has the most political power. The southern Christian and animist populations are much poorer and without much political power.

- b. List the main reasons why both sides take food from, or refuse to give food to, the civilian population.

- (1) **The government forces:** *They do not want to see food get to the guerrilla army that they are fighting, so they do not want food shipped to the south. People may give the food to the guerrilla army or they may steal it.*
- (2) **The S.P.L.A:** *They take food to feed their forces, and, as well, they hope to cause chaos in the nation by creating a situation of mass migration of refugees.*

- c. List evidence provided in the article that supports the statement: “Civilians are the real victims of a civil war.”

- *Four million people are starving.*
- *Over one million have already died.*
- *Thousands are refugees, forced from their homes.*
- *People are robbed and raped.*
- *Children scream in agony.*

2. Egypt is an example of a nation that is considered “developing.” It is also growing very rapidly. Work through the following photo essay on Egypt; then complete the short quiz at the end of the activity.

- a. Egypt’s population is about fifty million people.
- b. The capital city of Egypt, Cairo, has a population of about ten million.
- c. Because of poverty and a shortage of housing, many people live in an area called the City of the Dead (4 words).
- d. Most of Egypt’s land surface is desert. Only about 3 percent can be used for agriculture.
- e. Since 98 percent of Egyptians live along the Nile Valley, population growth threatens to overrun valuable agricultural lands.

Section 2 Assignment

Section 2 has provided a brief look at serious problems of which the world must be aware if solutions are to be found. **For this assignment, do either Part A or Part B.**

PART A

Assume that you are working for the Government of Canada. The government wishes to distribute a pamphlet to citizens that will make them aware of the problems the world faces, and explain why they are important to Canadians.

You have been appointed to create this pamphlet because of your knowledge of these problems. The pamphlet is to have four pages.

On these four pages create

- a cover page with a “catchy” title and appropriate images
- three pages of information that
 - outline the problems discussed in Section 2
 - provide some important facts to grab people’s attention
 - explain why these problems are important to Canadians
- one diagram that illustrates how the problems are interconnected and/or how they relate to Canada

OR

PART B

Assume you are a newspaper reporter who has just returned from a journey to a developing nation. Your editor asks you to write **three** articles for the paper on life in this country. Each article should focus on one of the five problems studied, explaining how it has affected that country and why it should be of concern to Canadians. For each article create a headline and the written content. If you wish, you may also add a small appropriate picture to the article.

For this assignment create your own developing nation. Just be certain that it is typical of most of the world’s developing countries in the problems it faces.

In grading either Part A or Part B, look for the following:

Content Accuracy

Evaluate the work considering whether the student has used a realistic, accurate portrayal that reflects a knowledge of the situation as it exists. Have all the assignment’s requirements been met?

Creativity and Originality

Evaluate the work considering how well the student has presented the information in a unique and interesting manner. Consider whether the work reflects a concern for “presentation.”

Language and Expression

Consider the attention that has been shown to rules of grammar.

Section 3: Choices and Changes for a Better Tomorrow

Key Concepts:

- cooperation
- change
- choice
- ecological balance
- equity
- humanitarianism
- justice
- sustainable development

The final section of this module focuses on two themes. First, using the example of rapid population growth, it illustrates the concept that there are solutions to global concerns. Second, it discusses the importance of international cooperation in attempting to bring about solutions.

Teaching Suggestions:

- *Students should understand that there are potential solutions to problems the world faces and that commonly, the solutions require international dialogue and cooperation.*
- *Students should also understand that solutions to world issues are often difficult to implement because the interests of a nation may be placed ahead of global concerns.*
- *This section is conducive to classroom discussion on such topics as these:*
 - *Why do Canadians have a low birthrate?*
 - *Have women achieved equality in Canada?*
 - *Do people put their personal interests ahead of those of society in general?*
 - *Should nations give up some of their independence to encourage more global cooperation?*

Other topics for discussion can be brought out of this section.

- *There are many potential topics for debate. If your classroom situation allows, students could prepare debates by turning questions such as those above into debate resolutions such as this one:*
Resolved: nations should surrender some of their independence in order to ensure global cooperation.
- *If you have access to it, an excellent film portraying the future is **Population Story: Collision with the Future**. Through film footage and animation, it shows how past and present actions could shape the future.*

Section 3: Activity 1

1. Imagine that in this situation your friends provide you with the following advice on what you should do with your car. For each bit of advice you get, write down the good points (advantages) and bad points (disadvantages) of that suggested solution.
 - a. **Advantages:** *Possibly this will be cheaper than buying another car, and you can keep the car you're familiar with.*
Disadvantages: *This may cost more than the car is worth, and you will still have an older car.*
 - b. **Advantages:** *This is easy to do, and you are rid of the problem.*
Disadvantages: *You are left with no car and may not get much money for it.*
 - c. **Advantages:** *You would have a reliable vehicle with a warranty.*
Disadvantages: *This is expensive and you may not have enough money.*
 - d. **Advantages:** *You can get a good car for less than a new one costs.*
Disadvantages: *You may be buying a vehicle with problems, and will likely get no warranty.*
 - e. **Advantages:** *This would be cheap and healthy.*
Disadvantages: *It may not be practical to try to live without a motor vehicle.*
2. In the space provided, write down the advantages for you when you get advice based on different perspectives.

Differing perspectives provide unique views and solutions. Other people may provide ideas that you might not have otherwise thought of.
3. Provide reasons why this simple solution is not a practical or realistic choice.

Most societies rely on fossil fuels for transportation, industry, home use, and so on. It would be disastrous to stop their use without a suitable alternative for people.
4. Bearing in mind the description of each of these people, match them with the statements they would be likely to make. In the space after each statement, put the name of the person who probably made it.
 - a. The government should try to promote alternatives to burning fossil fuels. If they provided financial help to those developing equipment that used nonpolluting sources of energies, we could reduce the use of polluting fossil fuels.

Val

- b. Helping preserve the environment is necessary, but let's not punish everyone. A tax should be placed on people who buy or drive big cars. If they drive gas guzzlers, then they should pay for it. The money collected could go to efforts to save the environment, but don't punish people who drive fuel-efficient vehicles.

Matthew

- c. The environment is important, but so are jobs. If we are running out of petroleum resources, let's find more. Scientists are capable of inventing ways to limit the pollution from burning fossil fuels. But no one will get anywhere if we run out of fuel. We need oil and we need jobs.

Daniel

- d. Oil exploration must continue. We have no alternative. Our society runs on fossil fuels. Certainly, we should use the resources wisely and try to minimize the damage to the environment, but why not use the resources if they are there?

Magdalena

- e. We should place a big tax on fossil fuels. This would stop overconsumption. If everyone has to pay 10 cents a litre more at the pumps, maybe people will consider alternatives such as walking or buying a bike. The tax money made could be used for environmental protection!

Krish

5. Considering the discussion in this activity, why does the statement, "There are no simple solutions, only intelligent choices," apply well to such problems as fossil fuel and environmental destruction?

A solution to the problem will involve finding ways to stop or reduce the use of fuels without too drastic a change in life-style. The choices made have to be practical and possible.

6. Having considered the opinions of various people, in general, what type of action would you, as a political leader, take to deal with the problem of fossil fuel consumption? Give reasons.

Answers will vary here. Have you supplied solid reasons?

Section 3: Activity 2

1. To illustrate the four points, read the following statement; then explain why it can be criticized using each of the four points.

- a. **There are no simple solutions to the problem.**

Criticisms of the statement based on this point:

This is a simple solution. It can be criticized as unworkable. How can people be forced? What about people's rights?

- b. **Solutions must recognize that each nation is in a unique situation.**

Criticisms of the statement based on this point:

This solution fails to see that a solution may work in one nation, but not be possible in another. For example, is it possible to force people to have smaller families if the nation has a democratic government?

- c. **Solutions have to be practical and possible.**

Criticisms of the statement based on this point:

It is hard to imagine that this solution is either practical or possible.

- d. **Population control is a moral issue. It deals with human beings, not statistics.**

Criticisms of the statement based on this point:

This solution fails to recognize that humans should have certain rights and freedoms.

2. Examine the following chart and then write down one generalization that you can make, based upon the information in the chart; then supply evidence from the chart to support your generalization.

- a. **Generalization:** *As literacy rates rise, birthrates drop.*

- b. **Supporting evidence:** *The chart reveals that the nations with high birthrates have low levels of literacy, while the nations with low birthrates have high levels of literacy.*

3. If you were a teacher in a rapidly growing nation, what information about population growth would you provide to your students?

You would probably supply information on how fast the nation's population is growing. You would ask why it was growing fast. What are the results of rapid growth? What can be done? What can students do?

4. Why is it important that the emphasis on population education be directed toward children?

Children will be the next adults. Since they will be considering families, information on population issues can help them decide what they will do.

5. Study the family-planning poster that preceded this exercise. On what basis does this poster appeal to people to control population?

This poster suggests that family planning is in the best interests of the nation. If the nation is to succeed, family planning is needed.

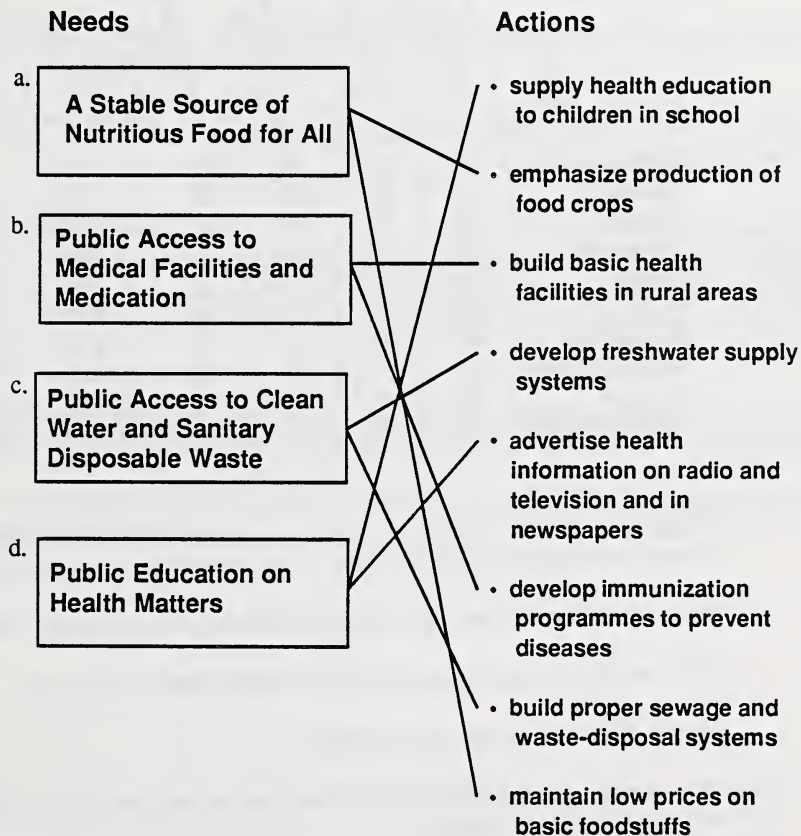
6. Imagine that you are illiterate. Without the ability to read the words, what might you assume the poster to be about?

Answers will vary, but it would seem to have something to do with the film industry.

7. Provide proof from the chart that supports the statement that improved health care is important in reducing the birthrate.

On the chart, as death rates and infant mortality rates drop, birthrates tend to drop as well.

8. Better health care for developing nations will, in most cases, require improvements. Four basic needs for health care are listed here on the left. On the right are some examples of actions that need to be taken to fulfill these needs and make improvements. Draw lines connecting the actions to the needs they would fulfill. For each need, there will be two actions.



9. Explain why such ideas as these are less common today in nations, such as Canada, than they were in the past.

In Canada, women have raised their status. The constitution and a variety of other laws assure equality of the sexes in most areas. Canadian society in general accepts the idea that females are equally capable and equally able to fulfill a variety of roles in society.

10. List reasons you can think of why birthrates drop as women achieve higher status.

Women may wish to stay in a career and do not wish to be “tied down” by having large families. As well, a career out of the home may encourage more independent feelings, which may lead to a view of a woman as simply a child-bearer as unappealing.

11. a. Using the demographic transition model, fill in the last column the table that follows. Determine what phase each nation listed appears to be in, based on its birthrate and death rate figures.

Nation	Literacy Rate per 100 (%)	Birthrate per 1000	Death Rate per 1000	Infant Mortality Rate per 1000	GNP per Capita	Demographic Transition Phase
Sierra Leone	15	47	30	180	330	2
Gambia	20	49	29	175	312	2
Nigeria	25	50	20	135	930	2
Honduras	57	42	10	82	1 250	3
Kenya	54	54	12	72	340	3
Algeria	37	43	11	88	1 442	3
Argentina	94	24	8	35	2 510	3-4
South Korea	91	23	7	30	2 000	3-4
Canada	99	15	7	12	12 280	5
West Germany	99	10	11	10	11 400	5

- b. Using per capita GNP, literacy rates, and infant mortality rates as indicators of development, tell what relationship is shown in the chart between development and birthrates.

The trend is clear that as wealth, health, and literacy levels improve, birthrates drop.

- c. Do the trends in the chart support the demographic transition theory?

Yes, the chart is consistent with the theory.

12. Here are a number of methods nations have used, or are using, to reduce population growth rates. For each one, identify it as either

• **RI: Rewards and Incentives**

OR

• **PC: Penalties and Controls**

- PC a. During the 1970s, one province in India brought in a law (later thrown out) that required parents to be sterilized after the birth of their third living child.
- RI b. In Thailand, birth-control devices have been given out free to encourage people to use them.
- RI c. In Bangladesh, women were given assistance to start up their own businesses to help them become more independent.
- PC d. In China, the government brought in a program of fines and other penalties for couples who had more children than the government allowed.
- RI e. In India, a program has been set up that provides a cash payment and free lottery tickets to anyone who agrees to be sterilized.
13. For developing nations, why might both the reward system and/or the penalty system be difficult to set up and carry out?
- a. **Reward system:** *It may be difficult for a developing nation to be able to afford carrying out a programme. The costs of the rewards and administering the programme may be high.*
- b. **Penalty system:** *Costs again will be a concern, especially the costs of employing people to enforce the rules. As well, in the least developed nations many people will live in remote areas that would be difficult to keep track of. Finally, resentments might be created against the government.*
14. Based on the material you have read and the activities you have completed in this section fill in the table that follows to evaluate the possible solutions for controlling population growth.

For each solution, note one advantage and one disadvantage. The first solution has been completed to help you begin.

Solutions	Advantages	Disadvantages
I Education	<ul style="list-style-type: none"> The problems of rapid population growth can be explained to the young. 	<ul style="list-style-type: none"> Establishing a good school system can be very expensive.
II Better Health Care	<ul style="list-style-type: none"> <i>Quality of life improves.</i> <i>Survival chances improve.</i> <i>A lower birthrate should result.</i> 	<ul style="list-style-type: none"> <i>It is costly to set up and use.</i> <i>It may be hard to find trained personnel.</i>
III Raising the Status of Women	<ul style="list-style-type: none"> <i>There are more rights, freedoms, and opportunities for women.</i> <i>Birthrates should drop.</i> 	<ul style="list-style-type: none"> <i>There may be resistance to changes in traditional beliefs and values.</i>
IV Development	<ul style="list-style-type: none"> <i>There is increased prosperity.</i> <i>The birthrate should drop.</i> 	<ul style="list-style-type: none"> <i>This may be hard to achieve.</i> <i>New problems (e.g., pollution) might result.</i>
V Rewards and Incentives	<ul style="list-style-type: none"> <i>This positive approach may appeal to people.</i> <i>The birthrate should drop.</i> 	<ul style="list-style-type: none"> <i>This programme could be expensive to operate.</i>
VI Penalties and Controls	<ul style="list-style-type: none"> <i>Birthrate should drop.</i> 	<ul style="list-style-type: none"> <i>This negative approach may cause anti-government feelings.</i>

Section 3: Activity 3

1. To help solve the problems this neighbourhood is facing, provide some of your ideas about the following.

- a. Changes that need to be made to improve the community:

The community needs to become organized. People need opportunities to meet their neighbours in a friendly setting.

- b. Ways in which people could cooperate to help create the needed changes:

The neighbourhood could organize a community league or other organization that can take a leadership role.

- c. Ways to improve communication in the neighborhood:

People should make the effort to talk to one another – to “go out of their way” to be friendly.

2. a. Private organizations, such as the Red Cross, provide assistance to people in need all over the world.
- b. Nations will organize and hold conferences in order to work out answers to common issues.
- c. The United Nations is an organization of which most nations are members. It has many agencies that can help deal with various global problems.
- d. Nations have to agree to make significant changes to the way they operate to ensure a better future.
- e. Actions taken to solve problems must be based on the ideal of humanitarianism, emphasizing that problems involve human beings.
- f. The concerns over the environment will mean that efforts to preserve the ecological balance of the world must be taken.
- g. For many solutions to work, it will require the cooperation of the nations of the world.
- h. We probably will not be able to have everything we want in the future. People will have to make choices.
- i. In order to keep good contact between the world’s people, international dialogue must be encouraged.
- j. On some issues, nations may agree to obey international laws.
- k. To encourage development in the developing world, new trade agreements will be needed that provide opportunities for economic growth.

- l. For international cooperation to work, all people must be treated with equity, emphasizing fairness and justice for all.
 - m. A commonly used term today is sustainable development, which suggests a system of land and resource use that can survive indefinitely without destroying itself.
 - n. Worldwide, people need to be treated with a system based on justice.
3. Basing your answers on the reading and/or the videotape, complete the following questions.
- a. List reasons to support the following statement:

The UN is the world's best hope for a better, more cooperative future.

- *Most of the nations of the world are members.*
 - *The goals of the UN show concern for all people.*
 - *The methods the UN uses are nonthreatening.*
 - *The UN has a number of organizations in place that can and are used to help solve global problems.*
 - *There is no other organization similar to the UN.*
- b. Why will nations have to give up some of their independence if the UN is to become more effective?

Nations will have to put world concerns first. There may be some occasions where the goals of a nation and the goals of the UN conflict, which will likely cause difficulty for the nation involved.

4. What kinds of "pressure" could nations use to ensure that international laws are obeyed?

They could apply political pressure such as cutting off diplomatic relations or refusing to have sports or cultural relations. As well, nations could use economic pressure such as cutting off or reducing trade with the uncooperative nation.

5. Why might a problem such as pollution or other forms of environment destruction need to be controlled by international laws?

Such problems cross international borders and can affect many nations. One nation's actions could hurt many. If all nations must follow the same rules, the system should be fair.

6. Take a look around your home for products that fit into each of the following categories. Write down, in the space provided, the names of the countries that the products come from. Try to find at least five products in each category.

- a. **Foods** (canned, packaged, and fresh):

Foods are likely to come from a number of sources. In Canada, many of our fresh fruits and vegetables come from warmer climates.

b. Electronic Devices (toys, games, TV's, etc.):

A significant proportion of these items may come from Asian nations such as Japan, Hong Kong, Taiwan, and Singapore. There could be many other possible nations as well.

c. Clothing

A variety of sources is likely. Many clothes are made in countries where labour is cheap—e.g., many Asian countries.

7. Following is an imaginary newsclip. Read it; then write down the reaction you would expect each character described to have to this news.

a. Martin is a worker in a clothing manufacturing firm in Montreal.

His reaction to the news:

Martin is likely to be unhappy or angry. This action could threaten his industry since increased imports could lower the amount of Canadian clothing purchased.

b. Betty runs an importing firm in Vancouver that purchases clothing from developing nations.

Her reaction to the news:

This should be good news. An importing firm should be able to bring in more goods, which will increase business.

c. Mario is a pharmacist, and father of three children.

His reaction to the news:

Mario is likely to see this as good news. It does not directly threaten his business, and it should make clothing for his family cheaper.

8. a. Why will the public be more aware of a problem if a worldwide conference is held?

When such a conference is held there is a lot of media coverage. If it is given radio, TV, newspaper, and magazine coverage, a great number of people will be exposed to news about the problem.

b. In what ways can an aware public help bring about solutions to problems such as the spread of AIDS, or environmental destruction more quickly?

If the public shows concern, people may take actions themselves to help solve the problem. Further, they are likely to put pressure on their political leaders to do something about the problem.

9. a. Why might new technology have an expensive price?

If new technology costs a lot to develop, then whoever makes it will likely wish to profit. If only one company or organization can produce the technology, then it could charge a high price.

- b. Which nations might have the least opportunity to benefit from new technology? Explain your answer.

Less developed and developing nations would benefit least. They are in general the poorest nations economically, so they will be least able to purchase expensive technology.

10. List a benefit the action indicated in the plaque would have for

Canada:

- *feeling of accomplishment*
- *possible future trade*
- *better relations*

Barbados:

- *improved tourism*
- *more employment*

11. a. In what ways can helping other people be a rewarding experience?

Helping other people can give a person a sense of self-worth. It can also give a person a feeling of accomplishment.

- b. How can assistance programs such as the one indicated in the photograph improve communication and cooperation in the world?

In such a project, people meet and make friends with people from other nations. They learn more about another country and this can help people understand that humans throughout the world have many things in common.

Section 3: Follow-up Activities

Extra Help

1. Listed below are a series of generalizations that have emerged from this section, but the words in each one have been scrambled. For each one, unscrambled the words to see what the generalization is. The first one has been completed as an example.

- a. "Problems see people from perspectives different."

Solution: *People see problems from different perspectives.*

- b. “More choices can provide getting different you with on a problem points of view.”

Solution: *Getting different points of view on a problem can provide you with more choices.*

- c. “Solutions to global there are problems.”

Solution: *There are solutions to global problems.*

- d. “To work the world solving together often required global problem the nations of.”

Solution: *Solving global problems often requires the nations of the world to work together.*

- e. “Only simple solutions there are no choices intelligent.”

Solution: *There are no simple solutions, only intelligent choices.*

- f. “Concern personal shaped can view of points people’s be by on a problem.”

Solution: *People’s points of view on a problem can be shaped by personal concerns.*

- g. “A unique nation each is in situation.”

Solution: *Each nation is in a unique situation.*

- h. “Possible have to be solutions and problems to practical.”

Solution: *Solutions to problems have to be practical and possible.*

- i. “A key understanding is knowledge and to education.”

Solution: *Education is a key to knowledge and understanding.*

- j. “Improved birthrates can public health reduce.”

Solution: *Improved public health can reduce birthrates.*

- k. “The society drops women of status in birthrates as rises the.”

Solution: *As the status of women rises in society, the birthrate drops.*

- l. “Population tends to rates growth slow development.”

Solution: *Development tends to slow population growth rates.*

- m. “To reduce encouragements may need birthrates people.”

Solution: *To reduce birthrates, people may need encouragements.*

- n. "To a willingness cooperate improving a situation and communicate requires."

Solution: *Improving a situation requires a willingness to cooperate and communicate.*

- o. "To avoid becoming more difficult problems for nations it is involvement in solving global."

Solution: *It is becoming more difficult for nations to avoid involvement in solving global problems.*

2. Section 3 of this module has examined possible solutions to global problems, and the opportunities nations have to improve relations so that solutions can be worked on internationally.

Review the following list of solutions and opportunities that you have studied.

Solutions

- I. Improved Education
- II. Better Health Care
- III. An Improved Status for Women
- IV. Development
- V. Rewards and Incentives
- VI. Penalties and Controls

Opportunities

- VII. The United Nations
- VIII. International Law
- IX. Trade Agreements
- X. Worldwide Conferences
- XI. Government and Nongovernment Assistancess

VII

- a. Treaties, Enforcement, Political Pressure

II

- b. Hospitals, Infant Mortality, Immunization

IX

- c. Interdependence, Tariff Reduction, Protectionist

III

- d. Careers, Children, Traditional Roles

V

- e. Lotteries, Payments, Prizes

XI

- f. NGOs, Donations, CIDA

VI

- g. Fines, Punishment, Sterilization

VII

- h. Humanitarianism, General Assembly, New York

X

i. Dialogue, Sharing Ideas, Agreements

I

j. Literacy, Information, Understanding

IV

k. Demographic Transition, Standard Of Living, ZPG

Enrichment

1. a. Why would a population-control program such as this be almost impossible to establish in a democratic nation such as Canada?

People have their freedoms guaranteed. Population controls would violate these freedoms. The public would probably not support a government that brought in such measures.

- b. For each of the problems created by population controls in China (listed on the left) write down the cause of the problem (as explained in the article) on the right.

Problem	Cause
(1) About 3 000 baby girls are murdered each day in China.	<i>Traditional beliefs pressure people to have male children. If only one child is possible, people commonly want a male.</i>
(2) In China, there are 106 men to every 100 women.	<i>The preference towards male children and the murders of female babies has led to this imbalance.</i>
(3) Crime rates in Chinese cities have risen.	<i>There is unemployment and frustration among urban males who are unable to find a female partner.</i>
(4) China could face a problem of having few working-age people to support older people.	<i>If the birthrate drops drastically, then there will be a smaller proportion of younger people to support the older generation.</i>

- c. From what you have seen in this article, and using your own judgement, explain why forced population control is unlikely to be a successful method to reduce population growth rates.

Forced control is unlikely to succeed because people will resist it. Forced control can lead to other serious problems in a society.

2. Read the following article; then complete the table that comes after it.

For each of the problems listed in the first column, provide solutions as listed in the article in the second column. Then, thinking about such things as convenience, and cost, write down the advantages and disadvantages to each proposed solution.

Saving the Environment – At Home

Problems	Potential Solutions	Advantages	Disadvantages
Canadians put dangerous chemicals into the environment each day.	<ul style="list-style-type: none"> • Use “natural” cleaners. • Avoid products wrapped in plastics, and chemical-laden products. • Avoid chemical lawn products. 	<ul style="list-style-type: none"> • It’s easier on the environment. 	<ul style="list-style-type: none"> • It’s possibly not as convenient.
Large amounts of our water supply are consumed daily.	<ul style="list-style-type: none"> • Install water-efficient toilets. • Take showers instead of baths. • Fill laundry and dishwasher loads. 	<ul style="list-style-type: none"> • This uses less water and saves money on water bills. 	<ul style="list-style-type: none"> • This is possibly not convenient. • The initial cost of special toilets may be high.
Natural resources such as trees and petroleum are being consumed at rapid rates.	<ul style="list-style-type: none"> • Recycle • Use reusable cotton bags. • Avoid plastic wrapped products. 	<ul style="list-style-type: none"> • This saves resources and preserves the environment. 	<ul style="list-style-type: none"> • This is possibly inconvenient.

3. Why might it be difficult for people to accept the suggestions in this activity?

People may see these solutions as unnecessary or inconvenient. Some may also believe that it will make no difference if they do these things.

4. What other things can you think of, that could be done to reduce human impact on our environment?

Answers will vary here. Were you able to think of many ideas?

5. Read the following cartoon and interpret its message using the questions that follow it.

- a. Who do the four people in the cartoon represent?

They represent people who live in the developed world.

- b. For what reason did the conversation stop in panel 4 of the cartoon?

The people realized that their use of automobiles was the biggest problem, and no one dared suggest that they stop using them.

- c. What is the meaning of the small additional panel at the bottom?

The small panel suggests that people in the developed world would rather someone else make changes. The cartoonist is making the point that people like to blame someone else for their problems.

- d. In general, what is the message this cartoon presents?

The general message is that people may be aware of the problems facing the world, but they may not contribute to the solution if it will affect their lives negatively.

Section 3 Assignment

Section 2 has focussed on finding solutions to serious problems with which the world must deal.

For this section you must do two separate assignments.

1. In Activity 2 of Section 3, you used an inquiry approach to prepare a response to the following issue:

What measures, if any, should nations take to control population growth?

In a short essay of one page, present your position on this subject. Give reasons.

Be sure to write your answer in correct essay form, complete with introduction, body, and conclusion.

Students must do both assignments in this section.

1. Evaluate this assignment considering the following criteria and guidelines.

Developing a Clear Position

*Does the work develop a clearly identifiable position, or is a position difficult to determine?
How well is the position related to, and supported by, the evidence used?*

Correct use of Examples Discussed in the Activity

*The work must recall and discuss evidence that was presented in Activity 2 of Section 3.
Consider how correctly the students have used the examples. Did they interpret the information accurately?*

Quality of Language and Expression

Consider how well the students have communicated their ideas.

2. In Activity 3 of Section 3, you examined five opportunities to improve international cooperation.

Select one of the five and present two positions.

- a. **Position 1** should support more cooperation and agreement in this area.
- b. **Position 2** should argue against more cooperation and agreement in this area.

Your work will be graded on how well you defend your positions.

The five opportunities from which you are to select one are

- The United Nations
- International Law
- Trade Agreements
- Worldwide Conferences
- Government Assistance

Evaluate this assignment by considering how well each paragraph states and defends its position. Both paragraphs must reflect a knowledge of the chosen topic and show an understanding of the reasoning for each position.

Final Module Assignment

In Module 8, you have studied the topic of alternative futures. You have seen that there are problems facing the world that require nations to work together to find solutions.

This Final Module Assignment will give you the opportunity to look ahead and imagine two futures.

You must create **two** separate compositions as outlined here.

- **Composition A** will be your view of the world twenty-five years from now if nations and individuals do not cooperate and make serious efforts to change. What problems will the world face? What problems will you face? What type of life-styles will people lead? Present your vision of this future.
- **Composition B** will be your view of the world twenty-five years from now if nations and individuals make serious efforts to change. How will life be different? What rules, laws, or changes to life-style will there be?

In completing this assignment be sure

- to demonstrate your knowledge of the content of Modules 5 to 8 of Social Studies 20 by using appropriate terms and ideas from each module
- to do both compositions A and B to reveal your view of two alternate futures.

You are given a choice as to how you will communicate your ideas. You may complete

- a written assignment
(about two pages for each composition)
- an audiotape assignment
(three minutes each)

Either way, portray the future in one of these ways:

- a “newscast” of the future, which reveals through news stories what life is like
- a first-person story in which you describe a day in your life twenty-five years in the future
- a conversation with another person that indicates the conditions of life that you share

Indicate clearly the format and the type of compositions you choose.

This Final Module Assignment is comprehensive, allowing students to use concepts and evidence gathered during the length of Topic B of Social Studies 20.

There are two compositions. Each will be marked using the following criteria and guidelines.

Demonstrating a Knowledge of Social Studies 20 Content

Consider how well the students have revealed their understanding and knowledge gained from Social Studies 20. Are appropriate terms used? Does the work address issues discussed?

Creativity and Imagination of Completed Work

Since this is an assignment allowing students to look into the future, the completed work can, and should, reflect a use of the imagination. At the same time, consider whether or not the students have been realistic. In other words, is the future vision possible or totally improbable? The students' creative views must be tempered with an understanding of what can be realistically expected to occur.

Quality of Language and Expression

How effectively have the students communicated their ideas? Has attention been shown to rules of grammar and spelling?

Final Test

There are two copies of the final test: the student's copy which is perforated and designed for photocopying and possible faxing and the teacher's copy which includes a marking guide.

Note:

The student's copy and the teacher's copy of this final test should be kept secure by the teacher. Students should not have access to this test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.

SOCIAL STUDIES 20

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE $2\frac{1}{2}$ HOURS TO COMPLETE THIS EXAMINATION. BUDGET YOUR TIME CAREFULLY.

PART A consists of multiple-choice questions worth 70 percent of the total mark.

PART B consists of the written-response section worth 30 percent of the total mark.

IT IS RECOMMENDED THAT YOU READ THE WRITTEN-RESPONSE QUESTIONS IN PART B BEFORE BEGINNING THE EXAMINATION. IDEAS APPEARING IN THE MULTIPLE-CHOICE QUESTIONS MAY ASSIST YOU IN COMPOSING YOUR ESSAY.

INSTRUCTIONS FOR PART A: MULTIPLE CHOICE

All multiple-choice questions must be answered on the Part A Response Page included in your test.

Read each question carefully and decide which of the choices BEST completes the statement or answers the question. Locate the question number on the Response Page and place the appropriate letter in the space provided.

Example

1. The capital of Canada is

Response Page

- A. Vancouver
- B. Winnipeg
- C. Ottawa
- D. Montreal

 C 1.

PART A: MULTIPLE CHOICE

- B 1. Three elements that make up the feeling of nationalism are
- A. a common army; elected government; firm leadership
 - B. commonly shared territory; common language; jointly developed governmental system
 - C. colonial conquests; common flag; conscription
 - D. common religion; common flag; common enemy
- B 2. What is the best definition of a “state”?
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 - B. an independent group of people governed by themselves
 - C. one of the constituent units of a nation having a federal government (as in the U.S.A.)
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- D 3. The Code Napoléon contained all of the following EXCEPT one. Which is the exception?
- A. Roman law
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 - C. revolutionary statutes
 - D. English law
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- A. the bourgeoisie and the common people should have the real power
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 - C. the Revolutionary Tribunal
 - D. the deputies on mission
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 - C. legitimacy
 - D. cultural emancipation
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 - B. voting by secret ballot
 - C. annual parliamentary elections
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 - B. Rasputin
 - C. Karl Marx
 - D. German generals in World War I
- D 19. German Southwest Africa is now known as
- A. Southwest Africa
 - B. the Congo
 - C. Tanzania
 - D. Namibia
- B 20. Which is the BEST example of the influence of U.S. culture on Canada?
- A. Syncrude Canada is a subsidiary of a U.S. company.
 - B. More than 75 percent of Canadians have access to American television productions.
 - C. Canada relies on the American “nuclear umbrella” for defence.
 - D. The recent free trade agreement may provide greater opportunities for export.
- C 21. In the late-nineteenth century, imperialism again came into favour in Europe. This “new imperialism” was different from earlier European imperialism in that it was done
- A. to spread Christianity
 - B. because of the spirit of adventure
 - C. for economic purposes instead of a desire to establish colonies
 - D. for military purposes
- A 22. Which one of the following statements is most likely to have been a result of the Boer War?
- A. It showed Britain that it (Britain) needed allies.
 - B. It showed Britain the value of being an imperialist power.
 - C. It proved to Britain that it (Britain) was the world’s premier power and need not be concerned with seeking allies.
 - D. It put an end to the slave trade.

- A 23. Under Bismarck, Germany was not involved in the acquisition of colonies. However, after Bismarck, Germany wanted "its place in the sun." This suggests that
- A. Germany envied the empires of Britain and France
 - B. Germany saw Africa as a worthless wasteland
 - C. Germany wanted to conquer the world
 - D. Germany wanted to become the largest colonial power in Africa
- A 24. What state prevented Britain from having a connected string of colonies from "Cape-to-Cairo"?
- A. German East Africa
 - B. Orange Free State
 - C. French Equatorial Africa
 - D. Cameroons
- C 25. A Canadian parallel to the English East India Company is
- A. Petro Canada
 - B. the T. Eaton Company
 - C. the Hudson Bay Company
 - D. the federal government of Canada
- A 26. Germany and France both had colonial interests in
- A. Morocco
 - B. the Sudan
 - C. South Africa
 - D. Algeria
- B 27. The African colonies eventually wished to free themselves from western rule and to govern themselves. The feeling associated with this is known as
- A. socialism
 - B. nationalism
 - C. imperialism
 - D. colonialism
- C 28. Most of the fighting of World War I took place in
- A. the ocean
 - B. Germany
 - C. Austria-Hungary
 - D. France and Belgium

- B 29. Since 1945 the U.S.A. and the USSR have been engaged in an arms race. Between 1900 and 1914 the two nations that were the equivalents of the U.S.A. and the USSR were
- A. France and Germany
 - B. Germany and Britain
 - C. Austria-Hungary and Russia
 - D. Britain and the Ottoman Empire
- D 30. Which of the following nations was a member of the Triple Alliance, but came to the aid of the Allies in World War I?
- A. Turkey
 - B. Russia
 - C. Serbia
 - D. Italy
- C 31. Consider pre-World War I Europe and the effects of nationalism. For which of the following was nationalism a disruptive force?
- A. Germany and Italy
 - B. France and Russia
 - C. Austria-Hungary and Turkey
 - D. Austria-Hungary and France
- A 32. The Franco-Prussian War
- A. played an important role in the unification of Germany
 - B. was a war of liberation
 - C. was a war of conquest
 - D. was a war of revolution
- C 33. The immediate cause of World War I was the
- A. Fashoda incident
 - B. annexation of Bosnia and Herzegovina
 - C. assassination of Archduke Ferdinand
 - D. Moroccan Crisis
- C 34. Before World War I, which country was considered “a melting pot on a cold fire” and had to continually put down nationalistic uprisings?
- A. France
 - B. Germany
 - C. Austria-Hungary
 - D. Italy

- D 35. An ultimatum is a
- A. request
 - B. suggestion
 - C. peace treaty
 - D. demand
- D 36. Which of the following is **NOT** a danger when discussing large areas, such as continents?
- A. classifying the people as the same - stereotyping
 - B. drawing conclusions with insufficient information
 - C. tending to overgeneralize
 - D. recognizing the possibility of diversity
- B 37. Patterns of occupation in the developed North would be
- A. high in agriculture, low in industry, low in services
 - B. low in agriculture, medium high in industry, high in services
 - C. high in agriculture, high in industry, low in services
 - D. medium in agriculture, low in industry, high in services
- D 38. Most of Canada's foreign aid is coordinated through
- A. the UN
 - B. NORAD
 - C. NATO
 - D. CIDA
- B 39. The science dealing with the physical world can best be defined as
- A. economics
 - B. geography
 - C. ecology
 - D. physiology
- A 40. A country's involvement in international organizations often means that country will experience a loss of
- A. sovereignty
 - B. nationalism
 - C. power
 - D. freedom

- B 41. The most successful example of multilateral economic integration is
- A. OPEC
 - B. EEC
 - C. Comecon
 - D. ASEAN
- C 42. Before multinational corporations invest in a poor country, they would prefer to establish
- A. an economic alliance
 - B. a trading bloc
 - C. a free trade zone
 - D. economic integration
- C 43. Which of the following would NOT be a characteristic of the South?
- A. The average life expectancy is about fifty years.
 - B. One half of the people suffer from malnutrition.
 - C. Most of the people are educated through secondary school.
 - D. Less than 10 percent of the world's manufacturing industry is situated there.
- D 44. Geography would most likely be an advantage to a country which has
- A. deserts, because of the absence of flooding
 - B. large Arctic areas, because of the potential for future development
 - C. a climate that allows a country to specialize in one crop or product
 - D. a wide variety of physical and climatic regions
- D 45. Bhopal, India was an example of
- A. a successful development project
 - B. foreign aid used to the greatest benefit of all involved
 - C. an accident caused by a natural disaster
 - D. a tragedy caused by lack of basic safety concerns
- A 46. Multinational corporations
- A. are in business to make profits
 - B. have the best interests of the developing nations at heart
 - C. always take products back to the countries in which the corporations are based for manufacturing
 - D. tend to reduce the world's interdependence

- B 47. Choose the best description of cash crops.
- Cash crops are
- A. non-food agriculture products
 - B. any agriculture products raised for export
 - C. food products sold within the country
 - D. items that can be manufactured into something of value
- D 48. The developed nations depend upon the developing nations for all the following reasons **EXCEPT** one. Choose the exception.
- A. a source of resources
 - B. a market for developed nations' products
 - C. a source of food products and cash crops
 - D. a source of high technology and manufactured goods
- B 49. In order to develop resources, many developing nations borrow money or look for sources of investment. Which of the following is **NOT** a common source of capital for developing nations?
- A. money borrowed from banks
 - B. money invested by citizens of the developing nation
 - C. foreign investment by multinational corporations
 - D. foreign aid
- C 50. Some developing nations are not able to develop their resources for all the following reasons **EXCEPT** one. Choose the exception.
- A. They may not have the experience needed to exploit the resource.
 - B. The necessary capital may not be available.
 - C. There may not be enough unskilled labour.
 - D. Roads and shipping facilities may be inadequate.
- D 51. Which of the following statements about development in Brazil is **NOT** true?
- A. Brazil's economy is growing faster than India's.
 - B. Brazil exports a wide variety of items.
 - C. Brazil's development has led to environmental problems.
 - D. Brazil is an example of a country with a planned economy.
- B 52. The Indian government
- A. allows businesses to make most key development decisions
 - B. plans and oversees much of the direction of development
 - C. has been unable to improve elements of the infrastructure, mainly education
 - D. has failed to develop the resources needed for economic expansion

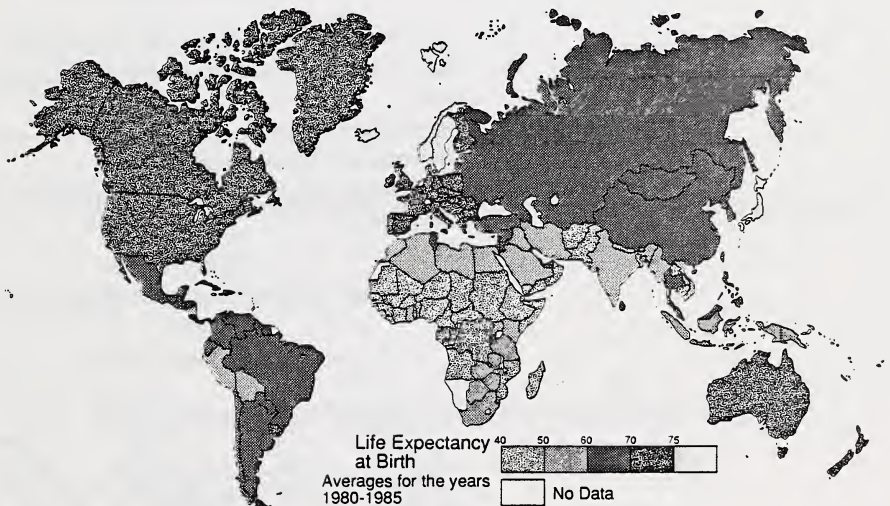
Refer to the chart that follows to answer questions 53 to 55.

	Life Expectancy (years)	Infant Mortality (per 1000)	Literacy Rate (%)
Country W	65	25	60
Country X	42	40	45
Country Y	75	11	98
Country Z	75	10	63
World Average	57	37	66

- C 53. Which of the above countries would be considered to be the most developed?
- A. W
B. X
C. Y
D. Z
- B 54. Which of the above countries would be considered to be the least developed?
- A. W
B. X
C. Y
D. Z
- A 55. From richest to poorest, the order of the countries would probably be
- A. Y, W, X, Z
B. Y, X, W, Z
C. Y, X, Z, W
D. Z, X, W, Y
- D 56. What is the **MOST** important contribution forests make to the planet as a whole?
- A. Forests provide fuel.
B. Forests provide building materials.
C. Forests provide a habitat for animals.
D. Forests change carbon dioxide into oxygen.

- A 57. The major source of carbon dioxide in the atmosphere is
- A. factories and automobiles
 - B. forest fires
 - C. wood-burning stoves
 - D. garbage dumps
- D 58. Which of the following is the most feasible solution to the problem of deforestation?
- A. Make the cutting of trees illegal.
 - B. Ban products made of wood.
 - C. Restrict people from living in forests.
 - D. Provide foresters with alternate sources of income.

Use the following map to answer question 59.



Source: UN statistics

- D 59. Which of the following factors can be determined from the preceding map?
- A. education
 - B. equality
 - C. development
 - D. health

- A 60. Increased carbon dioxide in the atmosphere is causing our planet to warm up. This process is best described as
- A. the greenhouse effect
 - B. depletion of the ozone layer
 - C. deforestation
 - D. pollution
- A 61. As the death rate decreases, the birthrate follows, leading to lower population growth. The preceding statement refers to
- A. demographic transition
 - B. quality of life
 - C. standard of living
 - D. life expectancy
- B 62. A major problem with world trade today is that
- A. it is completely unregulated and uncontrolled
 - B. nations join in regional trade arrangements that discourage global free trade
 - C. the developing nations refuse to trade with the more economically powerful, developed nations
 - D. most nations are not interested in expanding their sales of goods to foreign lands

Use the following statistics to answer questions 63 to 70.

Nation	Per Capita GNP (in U.S. \$)	Literacy Rate (%)	Infant Mortality Rate (per 1000)	Birthrate (per 1000)	Death Rate (per 1000)
Land W	9 482	98	11	11	8
Land X	2 107	77	34	23	9
Land Y	247	17	164	47	29
Land Z	565	39	66	45	12

A 63. Which nations from the chart would be **LEAST** likely in need of a population control rewards and incentives programme?

- A. Land W
- B. Land X
- C. Land Y
- D. Land Z

Match the preceding nations to the phase of demographic transition that each is most clearly in.

- A. Phase 2
- B. Phase 3
- C. Phase 5
- D. Phase 4

 C 64. Land W

 D 65. Land X

 A 66. Land Y

 B 67. Land Z

 C 68. Which of the preceding nations would have the highest infant mortality rate?

- A. Land W
- B. Land X
- C. Land Y
- D. Land Z

 A 69. Which nation is most likely to have the best public health services?

- A. Land W
- B. Land X
- C. Land Y
- D. Land Z

 D 70. What two nations could be expected to have the highest proportions of their female populations in “traditional” roles?

- A. Lands W and Y
- B. Lands W and Z
- C. Lands X and Y
- D. Lands Y and Z

PART A: RESPONSE PAGE

<u>B</u>	1.	<u>C</u>	15.	<u>B</u>	29.	<u>C</u>	43.	<u>A</u>	57.
<u>B</u>	2.	<u>B</u>	16.	<u>D</u>	30.	<u>D</u>	44.	<u>D</u>	58.
<u>D</u>	3.	<u>B</u>	17.	<u>C</u>	31.	<u>D</u>	45.	<u>D</u>	59.
<u>A</u>	4.	<u>A</u>	18.	<u>A</u>	32.	<u>A</u>	46.	<u>A</u>	60.
<u>C</u>	5.	<u>D</u>	19.	<u>C</u>	33.	<u>B</u>	47.	<u>A</u>	61.
<u>C</u>	6.	<u>B</u>	20.	<u>C</u>	34.	<u>D</u>	48.	<u>B</u>	62.
<u>D</u>	7.	<u>C</u>	21.	<u>D</u>	35.	<u>B</u>	49.	<u>A</u>	63.
<u>A</u>	8.	<u>A</u>	22.	<u>D</u>	36.	<u>C</u>	50.	<u>C</u>	64.
<u>A</u>	9.	<u>A</u>	23.	<u>B</u>	37.	<u>D</u>	51.	<u>D</u>	65.
<u>C</u>	10.	<u>A</u>	24.	<u>D</u>	38.	<u>B</u>	52.	<u>A</u>	66.
<u>D</u>	11.	<u>C</u>	25.	<u>B</u>	39.	<u>C</u>	53.	<u>B</u>	67.
<u>D</u>	12.	<u>A</u>	26.	<u>A</u>	40.	<u>B</u>	54.	<u>C</u>	68.
<u>B</u>	13.	<u>B</u>	27.	<u>B</u>	41.	<u>A</u>	55.	<u>A</u>	69.
<u>B</u>	14.	<u>C</u>	28.	<u>C</u>	42.	<u>D</u>	56.	<u>D</u>	70.

INSTRUCTIONS FOR PART B: WRITTEN RESPONSE

You are required to write one essay. The essay should be two to three pages in length and is worth 30 percent of the total final test mark.

Choose **ONE** of the two topics that follow for your essay.

Be sure to indicate your choice of topic.

Read all parts of the assignment carefully.

Complete your essay in the space provided. There are pages provided for planning, for drafting, and for your finished work.

PART B: WRITTEN RESPONSE**TOPIC 1**

Nationalism has been a force for both unity and disunity in the modern world.

In a position paper, take and defend a position on the issue:

SHOULD GOVERNMENTS ENCOURAGE NATIONALISTIC FEELINGS AMONG THEIR PEOPLE?

In your essay

- | | |
|---|----------|
| • explain the issue and show its importance | 5 marks |
| • develop a position and describe examples | 10 marks |
| • restate your position and summarize the main arguments used in support of the position chosen | 10 marks |
| • use appropriate level and style of language and expression | 5 marks |

TOTAL	30 marks
--------------	-----------------

TOPIC 2

Quality of life is increasingly affected by environmental issues of global concern. These issues include acid rain, nuclear and oil pollution, waste disposal, and energy depletion.

In a position paper, take and defend a position on the issue:

SHOULD THE WORLD BE OPTIMISTIC ABOUT ITS FUTURE?**In your essay**

- | | |
|---|-----------------|
| • explain the issue and show its importance | 5 marks |
| • develop a position and describe examples | 10 marks |
| • restate your position and summarize the main arguments used in support of the position chosen | 10 marks |
| • use appropriate level and style of language and expression | 5 marks |
| <hr/> | |
| TOTAL | 30 marks |

PART B: RESPONSE PAGE

TOPIC 1: SHOULD GOVERNMENTS ENCOURAGE NATIONALISTIC FEELINGS AMONG THEIR PEOPLE?

Explanation of the issue and its importance

- *Nationalism should be defined.*
- *Students should show that nationalism is both a force for unity and disunity.*
- *Students should show the effects of nationalism to demonstrate its importance.*

Position and description of examples

Position:

- *Positive or negative consequences of nationalism should be presented, leading students to draw valid conclusions supporting their position.*
- *A comparison of the positive and negative consequences of nationalism should be made. Students should draw valid conclusions.*

Examples:

- *Germany prior to World War I*
- *Iran*
- *Japan*
- *Italy*
- *U.S.A.*

Arguments used

- *The proposed position will uphold or maximize the values that the student or society hold to be paramount.*
- *The proposed position reflects widespread public attitudes or expectations.*
- *The position is supported by a recognized authority such as a historian, government commission, or court ruling.*

PART B: RESPONSE PAGE

TOPIC 2: SHOULD THE WORLD BE OPTIMISTIC ABOUT ITS FUTURE?

Explanation of the issue and its importance

- *Students should show the significance of such things as acid rain, nuclear and oil pollution, waste disposal, and energy depletion in relation to the world's future.*
- *Students should show how the above environmental issues are related to one's quality of life.*

Position and description of examples

Position:

- *People should be optimistic about what governments or government agencies are doing about the environmental issues.*
- *The world should not be optimistic about its future. The environmental issues are not being sufficiently addressed.*

Examples:

- *acid rain and its effect on Canada*
- *threat of nuclear spills*
- *oil pollution – grounded oil tankers (Exxon Valdez, etc.)*
- *transport and disposal of hazardous wastes*
- *energy depletion – the need for conservation or new methods (hydro or solar power)*

Arguments used

- *Some progress is being made on environmental issues.*
- *People are becoming more conservation-conscious and environmentally aware.*
- *There has been progress in talks between the U.S.A. and Canada.*

SOCIAL STUDIES 20

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE $2\frac{1}{2}$ HOURS TO COMPLETE THIS EXAMINATION. BUDGET YOUR TIME CAREFULLY.

PART A consists of multiple-choice questions worth 70 percent of the total mark.

PART B consists of the written-response section worth 30 percent of the total mark.

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Example

1. The capital of Canada is

- A. Vancouver
- B. Winnipeg
- C. Ottawa
- D. Montreal

Response Page

 C 1.

PART A: MULTIPLE CHOICE

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 - A. a common army; elected government; firm leadership
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 - C. colonial conquests; common flag; conscription
 - D. common religion; common flag; common enemy
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 - A. a form of social organization with a common religion
 - B. an independent group of people governed by themselves
 - C. one of the constituent units of a nation having a federal government (as in the U.S.A.)
 - D. a group of people with common traditions
3. The Code Napoléon contained all of the following **EXCEPT** one. Which is the exception?
 - A. Roman law
 - B. French traditional law
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4. In a famous pamphlet, “Qu’est-ce le tiers état?” (What is the Third Estate?) Abbe Siégès asked and answered the following questions: “What is the Third Estate? Nothing. What should it be? Everything.” By this he meant that
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 - D. peasants should control the government
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 - B. favours increased power for the state
 - C. favours resistance to change and (perhaps) a return to the older, conservative or traditional way of doing things
 - D. opposes all forms of democracy and advocates fascism

6. An important feature of a state, distinguishing it from other forms of social organization is that it is a
 - A. military government
 - B. bureaucratic structure of civil servants
 - C. political unit
 - D. nondemocratic, authoritarian system under a dictator
7. The French Revolution (and the ideological revolt underlying it) shows us that social and political change takes place
 - A. through civil disorder, insurrection, bloodshed, and destruction
 - B. after constitutional reform
 - C. by change of government
 - D. through the questioning and challenging of basic assumptions and beliefs
8. The executive group of the Reign of Terror was
 - A. the Committee of Public Safety
 - B. the Committee of General Security
 - C. the Revolutionary Tribunal
 - D. the deputies on mission
9. The belief that a people, or a national group, has the right to decide for itself by whom it will be governed is known as
 - A. national self-determination
 - B. national consciousness
 - C. legitimacy
 - D. cultural emancipation
10. The industry in which the factory system had its start was
 - A. mining
 - B. machine tools
 - C. textiles
 - D. iron and steel
11. The Chartists attempted to achieve parliamentary reform in England to improve conditions for working people. What did they ask for?
 - A. voting rights for all adult males
 - B. voting by secret ballot
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 - D. all of the above

12. The economic ideas of laissez-faire supported
- A. feudalism
 - B. socialism
 - C. liberalism
 - D. capitalism
13. It is said that ambition was an important factor in industrial development. This characteristic is related most importantly to
- A. workers
 - B. capitalists
 - C. bankers
 - D. inventors
14. The most important factor in the success of the communists in the Russian Revolution was
- A. military support
 - B. well-organized workers in industry
 - C. financial aid from foreign governments
 - D. the advantage taken of peasant uprisings
15. The changes during Britain's Industrial Revolution were
- A. limited
 - B. brought in over a long period
 - C. fast and far-reaching
 - D. mainly related to marketing
16. The person who is regarded as the founder of British socialism is
- A. Adam Smith, a university professor
 - B. Robert Owen, a businessman
 - C. John Stuart Mill, a writer
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17. Which of the following best describes the pattern of wages and prices from 1790 to 1850 in England?
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 - D. Both declined greatly over the entire period.

18. The conditions in Russia that led to the communist takeover largely resulted from the policies of
- A. Czar Nicholas II
 - B. Rasputin
 - C. Karl Marx
 - D. German generals in World War I
19. German Southwest Africa is now known as
- A. Southwest Africa
 - B. the Congo
 - C. Tanzania
 - D. Namibia
20. Which is the **BEST** example of the influence of U.S. culture on Canada?
- A. Syncrude Canada is a subsidiary of a U.S. company.
 - B. More than 75 percent of Canadians have access to American television productions.
 - C. Canada relies on the American “nuclear umbrella” for defence.
 - D. The recent free trade agreement may provide greater opportunities for export.
21. In the late-nineteenth century, imperialism again came into favour in Europe. This “new imperialism” was different from earlier European imperialism in that it was done
- A. to spread Christianity
 - B. because of the spirit of adventure
 - C. for economic purposes instead of a desire to establish colonies
 - D. for military purposes
22. Which one of the following statements is **most** likely to have been a result of the Boer War?
- A. It showed Britain that it (Britain) needed allies.
 - B. It showed Britain the value of being an imperialist power.
 - C. It proved to Britain that it (Britain) was the world’s premier power and need not be concerned with seeking allies.
 - D. It put an end to the slave trade.

23. Under Bismarck, Germany was not involved in the acquisition of colonies. However, after Bismarck, Germany wanted "its place in the sun." This suggests that
- A. Germany envied the empires of Britain and France
 - B. Germany saw Africa as a worthless wasteland
 - C. Germany wanted to conquer the world
 - D. Germany wanted to become the largest colonial power in Africa
24. What state prevented Britain from having a connected string of colonies from "Cape-to-Cairo"?
- A. German East Africa
 - B. Orange Free State
 - C. French Equatorial Africa
 - D. Cameroons
25. A Canadian parallel to the English East India Company is
- A. Petro Canada
 - B. the T. Eaton Company
 - C. the Hudson Bay Company
 - D. the federal government of Canada
26. Germany and France both had colonial interests in
- A. Morocco
 - B. the Sudan
 - C. South Africa
 - D. Algeria
27. The African colonies eventually wished to free themselves from western rule and to govern themselves. The feeling associated with this is known as
- A. socialism
 - B. nationalism
 - C. imperialism
 - D. colonialism
28. Most of the fighting of World War I took place in
- A. the ocean
 - B. Germany
 - C. Austria-Hungary
 - D. France and Belgium

29. Since 1945 the U.S.A. and the USSR have been engaged in an arms race. Between 1900 and 1914 the two nations that were the equivalents of the U.S.A. and the USSR were
- A. France and Germany
 - B. Germany and Britain
 - C. Austria-Hungary and Russia
 - D. Britain and the Ottoman Empire
30. Which of the following nations was a member of the Triple Alliance, but came to the aid of the Allies in World War I?
- A. Turkey
 - B. Russia
 - C. Serbia
 - D. Italy
31. Consider pre-World War I Europe and the effects of nationalism. For which of the following was nationalism a disruptive force?
- A. Germany and Italy
 - B. France and Russia
 - C. Austria-Hungary and Turkey
 - D. Austria-Hungary and France
32. The Franco-Prussian War
- A. played an important role in the unification of Germany
 - B. was a war of liberation
 - C. was a war of conquest
 - D. was a war of revolution
33. The immediate cause of World War I was the
- A. Fashoda incident
 - B. annexation of Bosnia and Herzegovina
 - C. assassination of Archduke Ferdinand
 - D. Moroccan Crisis
34. Before World War I, which country was considered “a melting pot on a cold fire” and had to continually put down nationalistic uprisings?
- A. France
 - B. Germany
 - C. Austria-Hungary
 - D. Italy

35. An ultimatum is a
- A. request
 - B. suggestion
 - C. peace treaty
 - D. demand
36. Which of the following is **NOT** a danger when discussing large areas, such as continents?
- A. classifying the people as the same - stereotyping
 - B. drawing conclusions with insufficient information
 - C. tending to overgeneralize
 - D. recognizing the possibility of diversity
37. Patterns of occupation in the developed North would be
- A. high in agriculture, low in industry, low in services
 - B. low in agriculture, medium high in industry, high in services
 - C. high in agriculture, high in industry, low in services
 - D. medium in agriculture, low in industry, high in services
38. Most of Canada's foreign aid is coordinated through
- A. the UN
 - B. NORAD
 - C. NATO
 - D. CIDA
39. The science dealing with the physical world can best be defined as
- A. economics
 - B. geography
 - C. ecology
 - D. physiology
40. A country's involvement in international organizations often means that country will experience a loss of
- A. sovereignty
 - B. nationalism
 - C. power
 - D. freedom

41. The most successful example of multilateral economic integration is
- A. OPEC
 - B. EEC
 - C. Comecon
 - D. ASEAN
42. Before multinational corporations invest in a poor country, they would prefer to establish
- A. an economic alliance
 - B. a trading bloc
 - C. a free trade zone
 - D. economic integration
43. Which of the following would NOT be a characteristic of the South?
- A. The average life expectancy is about fifty years.
 - B. One half of the people suffer from malnutrition.
 - C. Most of the people are educated through secondary school.
 - D. Less than 10 percent of the world's manufacturing industry is situated there.
44. Geography would most likely be an advantage to a country which has
- A. deserts, because of the absence of flooding
 - B. large Arctic areas, because of the potential for future development
 - C. a climate that allows a country to specialize in one crop or product
 - D. a wide variety of physical and climatic regions
45. Bhopal, India was an example of
- A. a successful development project
 - B. foreign aid used to the greatest benefit of all involved
 - C. an accident caused by a natural disaster
 - D. a tragedy caused by lack of basic safety concerns
46. Multinational corporations
- A. are in business to make profits
 - B. have the best interests of the developing nations at heart
 - C. always take products back to the countries in which the corporations are based for manufacturing
 - D. tend to reduce the world's interdependence

47. Choose the best description of cash crops.

Cash crops are

- A. non-food agriculture products
 - B. any agriculture products raised for export
 - C. food products sold within the country
 - D. items that can be manufactured into something of value
48. The developed nations depend upon the developing nations for all the following reasons **EXCEPT** one. Choose the exception.
- A. a source of resources
 - B. a market for developed nations' products
 - C. a source of food products and cash crops
 - D. a source of high technology and manufactured goods
49. In order to develop resources, many developing nations borrow money or look for sources of investment. Which of the following is **NOT** a common source of capital for developing nations?
- A. money borrowed from banks
 - B. money invested by citizens of the developing nation
 - C. foreign investment by multinational corporations
 - D. foreign aid
50. Some developing nations are not able to develop their resources for all the following reasons **EXCEPT** one. Choose the exception.
- A. They may not have the experience needed to exploit the resource.
 - B. The necessary capital may not be available.
 - C. There may not be enough unskilled labour.
 - D. Roads and shipping facilities may be inadequate.
51. Which of the following statements about development in Brazil is **NOT** true?
- A. Brazil's economy is growing faster than India's.
 - B. Brazil exports a wide variety of items.
 - C. Brazil's development has led to environmental problems.
 - D. Brazil is an example of a country with a planned economy.
52. The Indian government
- A. allows businesses to make most key development decisions
 - B. plans and oversees much of the direction of development
 - C. has been unable to improve elements of the infrastructure, mainly education
 - D. has failed to develop the resources needed for economic expansion

Refer to the chart that follows to answer questions 53 to 55.

	Life Expectancy (years)	Infant Mortality (per 1000)	Literacy Rate (%)
Country W	65	25	60
Country X	42	40	45
Country Y	75	11	98
Country Z	75	10	63
World Average	57	37	66

53. Which of the above countries would be considered to be the most developed?
- A. W
 - B. X
 - C. Y
 - D. Z
54. Which of the above countries would be considered to be the least developed?
- A. W
 - B. X
 - C. Y
 - D. Z
55. From richest to poorest, the order of the countries would probably be
- A. Y, W, X, Z
 - B. Y, X, W, Z
 - C. Y, X, Z, W
 - D. Z, X, W, Y
56. What is the **MOST** important contribution forests make to the planet as a whole?
- A. Forests provide fuel.
 - B. Forests provide building materials.
 - C. Forests provide a habitat for animals.
 - D. Forests change carbon dioxide into oxygen.

57. The major source of carbon dioxide in the atmosphere is
- A. factories and automobiles
 - B. forest fires
 - C. wood-burning stoves
 - D. garbage dumps
58. Which of the following is the most feasible solution to the problem of deforestation?
- A. Make the cutting of trees illegal.
 - B. Ban products made of wood.
 - C. Restrict people from living in forests.
 - D. Provide foresters with alternate sources of income.

Use the following map to answer question 59.



Source: UN statistics

59. Which of the following factors can be determined from the preceding map?
- A. education
 - B. equality
 - C. development
 - D. health

60. Increased carbon dioxide in the atmosphere is causing our planet to warm up. This process is best described as
- the greenhouse effect
 - depletion of the ozone layer
 - deforestation
 - pollution
61. As the death rate decreases, the birthrate follows, leading to lower population growth. The preceding statement refers to
- demographic transition
 - quality of life
 - standard of living
 - life expectancy
62. A major problem with world trade today is that
- it is completely unregulated and uncontrolled
 - nations join in regional trade arrangements that discourage global free trade
 - the developing nations refuse to trade with the more economically powerful, developed nations
 - most nations are not interested in expanding their sales of goods to foreign lands

Use the following statistics to answer questions 63 to 70.

Nation	Per Capita GNP (in U.S. \$)	Literacy Rate (%)	Infant Mortality Rate (per 1000)	Birthrate (per 1000)	Death Rate (per 1000)
Land W	9 482	98	11	11	8
Land X	2 107	77	34	23	9
Land Y	247	17	164	47	29
Land Z	565	39	66	45	12

63. Which nations from the chart would be **LEAST** likely in need of a population control rewards and incentives programme?
- A. Land W
 - B. Land X
 - C. Land Y
 - D. Land Z

Match the preceding nations to the phase of demographic transition that each is most clearly in.

- A. Phase 2
 - B. Phase 3
 - C. Phase 5
 - D. Phase 4
64. Land W
65. Land X
66. Land Y
67. Land Z
68. Which of the preceding nations would have the highest infant mortality rate?
- A. Land W
 - B. Land X
 - C. Land Y
 - D. Land Z
69. Which nation is most likely to have the best public health services?
- A. Land W
 - B. Land X
 - C. Land Y
 - D. Land Z
70. What two nations could be expected to have the highest proportions of their female populations in “traditional” roles?
- A. Lands W and Y
 - B. Lands W and Z
 - C. Lands X and Y
 - D. Lands Y and Z

Rough Work

(Marks will not be given for work done on this page.)

PART A: RESPONSE PAGE

_____	1.	_____	15.	_____	29.	_____	43.	_____	57.
_____	2.	_____	16.	_____	30.	_____	44.	_____	58.
_____	3.	_____	17.	_____	31.	_____	45.	_____	59.
_____	4.	_____	18.	_____	32.	_____	46.	_____	60.
_____	5.	_____	19.	_____	33.	_____	47.	_____	61.
_____	6.	_____	20.	_____	34.	_____	48.	_____	62.
_____	7.	_____	21.	_____	35.	_____	49.	_____	63.
_____	8.	_____	22.	_____	36.	_____	50.	_____	64.
_____	9.	_____	23.	_____	37.	_____	51.	_____	65.
_____	10.	_____	24.	_____	38.	_____	52.	_____	66.
_____	11.	_____	25.	_____	39.	_____	53.	_____	67.
_____	12.	_____	26.	_____	40.	_____	54.	_____	68.
_____	13.	_____	27.	_____	41.	_____	55.	_____	69.
_____	14.	_____	28.	_____	42.	_____	56.	_____	70.

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

INSTRUCTIONS FOR PART B: WRITTEN RESPONSE

You are required to write one essay. The essay should be two to three pages in length and is worth 30 percent of the total final test mark.

Choose **ONE** of the two topics that follow for your essay.

Be sure to indicate your choice of topic.

Read all parts of the assignment carefully.

Complete your essay in the space provided. There are pages provided for planning, for drafting, and for your finished work.

PART B: WRITTEN RESPONSE**TOPIC 1**

Nationalism has been a force for both unity and disunity in the modern world.

In a position paper, take and defend a position on the issue:

SHOULD GOVERNMENTS ENCOURAGE NATIONALISTIC FEELINGS AMONG THEIR PEOPLE?

In your essay

- | | |
|---|----------|
| • explain the issue and show its importance | 5 marks |
| • develop a position and describe examples | 10 marks |
| • restate your position and summarize the main arguments used in support of the position chosen | 10 marks |
| • use appropriate level and style of language and expression | 5 marks |

TOTAL	<hr/> 30 marks
--------------	----------------

TOPIC 2

Quality of life is increasingly affected by environmental issues of global concern. These issues include acid rain, nuclear and oil pollution, waste disposal, and energy depletion.

In a position paper, take and defend a position on the issue:

SHOULD THE WORLD BE OPTIMISTIC ABOUT ITS FUTURE?**In your essay**

- | | |
|---|----------|
| • explain the issue and show its importance | 5 marks |
| • develop a position and describe examples | 10 marks |
| • restate your position and summarize the main arguments used in support of the position chosen | 10 marks |
| • use appropriate level and style of language and expression | 5 marks |

TOTAL	30 marks
--------------	-----------------

PART B: RESPONSE PAGE

I am writing on Topic _____.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

(There is more room for your answer on the next response page.)

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

Rough Work

(Marks will not be given for work done on this page.)

PART B: RESPONSE PAGE

(There is more room for your answer on the next response page.)

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

Rough Work

(Marks will not be given for work done on this page.)

PART B: RESPONSE PAGE

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

Teacher Questionnaire

Course name & number _____ Teacher's name _____

Teacher's area of expertise _____ School name _____

Date _____

Design

1. The modules follows a definite systematic design. Did you find it easy to follow?

Yes No If no, explain.

2. Did your observations reveal that the students found the design easy to follow?

Yes No If no, explain.

3. Did you find the Learning Facilitator's Manual helpful?

Yes No If no, explain.

4. Part of the design involves stating the objectives in student terms. Do you feel this helped the students understand what they were going to learn?

Yes No If no, explain.

5. The activities include self-assessment questions. These questions are to help clarify and reinforce the instructional materials. Did students use the answers effectively?

Yes No If no, explain.

6. Did the two streams of Follow-up Activities (Extra-help and Enrichment) prove to be helpful?

Yes No If no, explain.

7. Were students motivated to try these Follow-up Activities on their own?

Yes No If no, give details.

8. Were the assignments clear?

Yes No If no, give details.

9. Were students motivated to try these follow-up activities on their own?

Yes No If no, give details.

9. Were the assignments appropriate?

Yes No If no, give details.

10. Were the assignments clear?

Yes No If no, give details.

11. Were the assignments appropriate?

Yes No If no, give details.

10. Did you fax assignments?

Yes No

11. If you did fax, did you get satisfactory results from using this procedure?

Yes No If no, give details.

Instruction

1. Did you find the instruction clear?

Yes No If no, give details.

2. Did your observations reveal that the students found the instruction interesting?

Yes No If no, give details.

3. Did you find the instruction adequate?

Yes No If no, give details.

4. Was the reading level appropriate?

Yes No If no, give details.

5. Was the work load adequate?

Yes No If no, give details.

6. Was the content accurate and current?

Yes No If no, give details.

7. Did the content flow consistently and logically?

Yes No If no, give details.

8. Was the transition between booklets smooth?

Yes No If no, give details.

9. Was the transition between print and media smooth?

Yes

No

If no, give details.

Additional Comments

When you have completed this questionnaire, please mail it to the following address.

Design Department
Alberta Correspondence School
Box 4000
Barrhead, Alberta
T0G 2P0

N.L.C. - B.N.C.



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